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ABSTRACT

Developed to facilitate the teaching/learning process, this guide corresponds to the Adult Basic Education (ABE) Reading Skills Workbook Level I, and may be used as an answer book, as well as a reference manual. It contains concise explanations of the various skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials (with specific pages cited) that may be used to supplement the materials. The guide covers three units: word analysis (consonants, vowels and dipthongs, prefixes and suffixes, and alphabetizing); vocabulary (sight word vocabulary and compound words); and comprehension (following directions, sequencing in narration, finding the main idea, and drawing conclusions). Unit post-tests are also given, as well as a preface to the teachers and a brief summary of what is to be found in the reading and writing workbooks, and how they are organized. (JMM)

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PATHWAYS

AN ADULT BASIC SKILLS READING WORKBOOK

LEVEL I

TEACHER'S GUIDE

Rosemeri Barabe
Curriculum Specialist

Laurie Polhill
Curriculum Writer

Ollie M. Lovett
Director, Planning Project

1987

Adult Education Program
Affiliation of Arizona Indian Centers, Inc.
Phoenix, Arizona

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PREFACE TO THE TEACHER

The teacher's guide was developed to facilitate the teaching/learning process. The guide corresponds to the ABE student workbook and may be used as the answer book as well as a reference manual. It is comprehensive in that it contains concise explanations of the various skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials with specific pages cited. These materials may be used to supplement the exercises in the workbook.

Following is a brief summary of what is to be found in the reading and writing workbooks and how they are organized:

ABE reading and writing workbooks. The content material of the books are culture-based and provide a sequential, systematic approach to adult basic education. Utilizing Southwestern Indian myths, legends, history, and information on religious beliefs, architecture, fine arts, and social practices, the student workbooks present well-researched information about the rich heritage of Indian culture of the Southwest. The nature of the materials makes the curriculum unique and offers adult educators an alternative approach. The aspect of cultural relevance creates interest, curiosity and a sense of self-pride.

There are six student workbooks, three each in reading and writing, covering three levels of readability. The corresponding grade levels of the workbooks are listed below:

LEVEL	EQUIVALENT GRADE	READABILITY
I	3rd	2.7 - 3.9
II	4th	3.5 - 4.9
III	5th	4.5 - 6.0

Readability formulas have been applied to all selections to ensure the appropriate level of difficulty.

The lessons in the workbook are arranged so that each lesson instructs a skill. The lesson begins with an information presentation section wherein the particular skill or concept is explained to the student and examples are provided. Next, exercises requiring application of the skill or concept presented are provided for the student.

All related, individual skills are presented in the workbooks in units. Individual lessons in a unit should be completed in sequence, since the later lessons are based on concepts presented in previous lessons.

At the end of each unit, a unit test has been included in the student workbook to enable the teacher to measure the student's mastery of the skills contained in the unit and to let the student know of his/her progress. It is recommended that a student receive a score of at least 75% on each lesson before proceeding.

To help the student with word usage and increasing his/her vocabulary, a glossary has been included at the back of each workbook covering all literary, grammatical and technical terms used.

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Other information available to the teacher and program directors come in two separate handbooks. They are entitled: "A Continuum of Reading and Writing Skills" and "Implementation Handbook."

The **Continuum** is a master list or framework of PATHWAYS Curriculum covering the ABE and Pre-GED levels. It contains a scope and sequence of reading and writing skills. It identifies those skills which should be introduced at each grade level and indicates the order of presentation. It may be used by the teacher for planning instruction for individuals or groups.

The **Implementation Handbook** is a guide for teachers to use the curriculum materials for maximum results by knowing the essential elements of adult education. The handbook contains information on Understanding the Native American Learner (including learning styles); Overview of Curriculum Components; Diagnosis, Evaluation, and Placement; Effective Teaching; Classroom Management; and Recordkeeping.

KEY TO SUPPLEMENTAL MATERIALS

SB	Skill Booster, Modern Curriculum Press
SB:BWP	Skill Booster: Building Word Power, Modern Curriculum Press
SB:WFD	Skill Booster: Working With Facts and Details, Modern Curriculum Press
SB:IC	Skill Booster: Increasing Comprehension, Modern Curriculum Press
NP-GTSM5	Number Power Graphs, Tables, Schedules, and Maps 5, Contemporary Book Co.
RC	Reading for Concepts, McGraw-Hill Book Co.
BBSR	Building Basic Skills in Reading, Contemporary Book Co.
FPP	From Pictures to Passages, Contemporary Book Co.
SSS	Specific Skill Series, Barnell Loft, Ltd.
SSS-WWS	Specific Skill Series - Working With Sounds, Barnell Loft, Ltd.
SSS-FD	Specific Skill Series - Following Directions, Barnell Loft, Ltd.
SSS-UC	Specific Skill Series - Using the Context, Barnell Loft, Ltd.
SSS-GF	Specific Skill Series - Getting the Facts, Barnell Loft, Ltd.
SSS-GMI	Specific Skill Series - Getting the Main Idea, Barnell Loft, Ltd.
SSS-DC	Specific Skill Series - Drawing Conclusions, Barnell Loft, Ltd.
SSS-DS	Specific Skill Series - Detecting the Sequence, Barnell Loft, Ltd.
SFAR:C	Scott, Foresman Adult Reading: Comprehension, Scott, Foresman and Co.

DKCC	Developing Key Concepts in Comprehension, Barnell Loft, Ltd.
CARS:R	Context Area Reading Skills: Reference, FDL/McGraw-Hill Book Co.
RP	Reading for Progress, Cambridge Book Co.
RR	Reading for Results, Cambridge Book Co.
RL	Reading for Life, Cambridge Book Co.
DS	Dr. Spello, McGraw-Hill Book Co.
LRW	Living in the Reader's World, Cambridge Book Co.
CSS	Comprehension Skill Series, Jamestown Publishers
SVAR(1100-2800)	Steck-Vaughn Adult Reading: A Sequential Program, Steck-Vaughn Co.
PW	Phonics Workbook, Modern Curriculum Press
RC	Reading for Competence, Cambridge Book Co.
RI	Reading for Improvement, Cambridge Book Co.

UNIT I

I. WORD ANALYSIS

I.A. Consonant blends and digraphs

Consonants are all the letters of the alphabet except a, e, i, o, u, and sometimes y (which are called vowels).

Consonant blends are two or more consonants which blend together to make one sound.

Ex: br, tr, cl, sl, st, gl

Consonant digraphs are two consonants together which do not blend together but instead make a whole new sound.

Ex: **ch** as in ch**i**ld, **sh** as in **sh**eep, **wh** as in **wh**y, and **th** as in **th**ink.

TEACHING SUGGESTIONS:

1. Read words out loud from each list of consonant blends and digraphs. Have student read the words out loud to hear the sound each blend and digraph makes.

2. Using the words from the lists or your own words, say a word with a beginning blend or digraph. Ask student to tell you the letters of the blend or digraph.

3. Give students a beginning consonant blend or digraph. Ask students to give as many words as they can think of that begin with that blend or digraph.

4. Have students work in pairs, drilling each other with the above suggestions.

ANSWERS:

1. fr
2. cr
3. dr, gr, or pr
4. br or cr
5. br or dr
6. dr, pr, or cr
7. dr, cr, gr, or br
8. br, dr, gr, or tr
9. dr or gr
10. gr or tr
11. gr or tr
12. cr or tr
13. pr
14. pr
15. br, pr, or tr
16. pr

I.A. Consonant blends and digraphs (cont.)

1. c
2. s
3. g or c
4. p
5. f
6. c
7. s
8. f or g
9. p
10. s
11. s
12. p
13. s
14. f, p, g, or s
15. g, f, or s
16. g or s

1. shell
2. shade
3. That
4. white
5. short
6. Which
7. Who
8. chief
9. chant
10. Shake
11. things
12. What

1. crawled
2. snake
3. stayed
4. there
5. the
6. when
7. the
8. the
9. track
10. the
11. snake
12. front
13. trick
14. whoever
15. spoke
16. there
17. greeted
18. the
19. there
20. when
21. there
22. the
23. third
24. the
25. why
26. speak
27. the
28. spoke
29. the
30. snake
31. from
32. then
33. the
34. what
35. whoever
36. speaking
37. clear
38. that
39. sly
40. sped

SUPPLEMENTAL MATERIALS:

SSS-WWS Bk. B, pp. 15-29
RP, pp. 5, 8, 11, 17, 49, 53, 89
RL, pp. 72-83
DS, pp. 26, 27
SVAR Bk. 1500
PW Bk. C, pp. 40-45. 94-100

I.B. Vowel digraphs and diphthongs

A vowel can have a short or a long sound. The mark ◡ is used to show a short vowel sound:

Ex: hăt, bĕt, kĭd, gŏt, and hŭg.

The mark — is used to show the long vowel sound:

Ex: māde, bēe, tīde, gōat, and cūte.

The vowel combinations **ai** and **ay** have the $\bar{a}$ sound: pain, ray.

The vowel combinations **ee**, **ea**, and **ie** have the $\bar{e}$ sound: sleep, treat, chief.

The vowel combinations **oe**, **ow**, and **oa** have the $\bar{o}$ sound: doe, row, boat.

The vowel combination **ea** can also have the $\bar{e}$ sound: bread, dread.

The vowel combination **ie** can also have the $\bar{i}$ sound: pie, tied.

The letter combination **ew** has the sound you hear in new and brew.

TEACHING SUGGESTIONS:

1. Review each of the vowel combinations. Give several examples of each.

2. Say words with each vowel combination. Ask student what vowel sound he hears.

3. Write words with these vowel combinations on the board. Ask student to circle the vowel combination and say the vowel sound. Ask student to say the whole word.

4. Bring in a short, easy-to-read story. Ask student to pick out and list all the words he can find with these vowel combinations.

I.B. Vowel digraphs and diphthongs (cont.)

ANSWERS:

1. maid
2. clay
3. pain
4. sway
5. day
6. pay
7. rain
8. away

1. Please, keep
2. feel
3. asleep, sheep
4. believe, beans, cheap
5. thief, piece
6. Chief, creek, bees
7. clean, teeth, eat
8. east, field, seems, green

1. boat
2. doe
3. row
4. goat
5. grow
6. hoe
7. road
8. bowl

1. head, dried
2. tied, meadow
3. pie, ready
4. fried, bread

1. stew
2. fewer
3. new
4. flew

1. bee, away, stew
2. blow, sneeze, please
3. eat, toast, plain
4. green, grew, field
5. pay, new, boat
6. goat, tried, sneak
7. drew, doe

SUPPLEMENTAL MATERIALS:

SSS-WWS Bk. B, pp. 43, 44
RR, pp. 33, 56, 57, 72, 86, 87, 88 105, 107, 122
DS, pp. 3, 28, 29, 30, 31
SVAR Bk. 1600
PW Level C, pp. 78-88

I.C. Final "e"

If a word ends in e, the vowel that comes before it is usually long and the e is silent.

TEACHING SUGGESTIONS:

1. On the blackboard, show how a word with a short vowel sound can be changed to one with a long vowel by adding a final e.

   Ex:

fin	fine
mad	made
us	use
hid	hide
rod	rode

   Say the words out loud.

2. Write the following list of words on the board. Ask student to change each word so it will have a long vowel sound by adding a silent e. Ask student to say the new word out loud.

hop	shin	fat	slid
rid	strip	rat	pan
rod	cap	rob	bat

ANSWERS:

1.	rate	rate	5.	cane	cane
2.	tape	tape	6.	twine	twine
3.	wine	wine	7.	kite	kite
4.	bite	bite	8.	made	made

1.	mule	5.	slide
2.	tame	6.	brave
3.	smoke	7.	shake
4.	graze	8.	taste

1.	dime	5.	dive
2.	size	6.	nine
3.	game	7.	name
4.	rice	8.	pine

SUPPLEMENTAL MATERIALS:

SSS-WWS Bk. B, pp. 31, 35, 40
RR, pp. 34, 70, 82
DS, pp. 17, 18, 25
SVAR, Bk. 1600
PW Bk. C, pp. 65-67

I.D. Root words and word endings

A **root** is the base part of the word. Word endings can be added to the root word.

The ending **-er** is used to compare two items.

The ending **-est** is used to compare three or more items.

Ex: Sam is young.
Sam is younger than John.
Sam is the youngest boy in the family.

TEACHING SUGGESTIONS:

1. It is important for students to understand when to use the **-er** and **-est** endings. Give plenty of examples by comparing items in the classroom or the students in the class.

2. Ask student to make sentences from the lists on page of the workbook. Write these sentences on the board. Underline the word showing comparison.

3. Give student a sentence with comparison word missing. Student should supply the correct word.

ANSWERS:

1. younger, youngest
2. warmer, warmest
3. greater, greatest
4. longer, longest
5. smaller, smallest
6. shorter, shortest
7. higher, highest
8. deeper, deepest

1. swifter
2. oldest
3. thicker
4. sicker

1. colder
2. fastest
3. darker
4. slowest
5. sooner
6. quicker
7. hardest
8. smallest

I.D. Root words and word endings (cont.)

1. nicer, nicest
2. later, latest
3. wider, widest
4. finer, finest
5. riper, ripest
6. safer, safest
7. whiter, whitest
8. purer, purest

1. redder, reddest
2. madder, maddest
3. bigger, biggest
4. sadder, saddest
5. slimmer, slimmest
6. flatter, flattest
7. fatter, fattest
8. thinner, thinnest

1. dirtier, dirtiest
2. happier, happiest
3. prettier, prettiest
4. busier, busiest
5. fancier, fanciest
6. easier, easiest
7. sorrier, sorriest
8. dustier, dustiest

SUPPLEMENTAL MATERIALS:

SSS-WWS Bk. B, p. 50
RP, p. 43
DS, pp. 42, 43, 44
SVAR Bk. 1600
PW, Bk. C, 59-64

I.E. Prefixes and suffixes

A **prefix** is a word part that is added to the front of a root word. A prefix changes the meaning of the word.

A **suffix** is a word part that is added to the end of a root word. A suffix changes the meaning of the word.

TEACHING SUGGESTIONS:

1. Explain to student how prefixes and suffixes change the meaning of words. Write examples on the board.

   Ex: clean, unclean
   read, reread
   place, displace
   hope, hopeless
   cold, coldness
   happy, happily

2. Have student give words using the prefixes un- dis, re, en, and in. List on board. Discuss the meaning of each word. Use each word in a sentence.

3. Write a root word on the board. Ask student to supply as many suffixes from the lesson that can be added to the root to make a true word.

   Ex: kind; kindly, kindness, kinder

   Discuss how the suffix changes the meaning of the root word. Use each word in a sentence.

ANSWERS:

1. disagreed
2. unable
3. untrue
4. dishonest

5. unsaddle
6. disobey
7. unlucky
8. dislike

1. reload
2. retell
3. rewash
4. reopen

5. encircled
6. income
7. enjoy
8. inhaled

I.E. Prefixes and suffixes (cont.)

1. displease
2. uncertain
3. disorder
4. distrust
5. unfair
6. reread
7. enlist
8. inside
9. enable
10. refill
11. enclose
12. insight
13. rewrap
14. inform
15. endanger
16. enrich

1. useful
2. thickly
3. reddish
4. sweetness
5. colorless
6. shiny
7. helpful
8. quickly
9. Weavers
10. Potters

1.	kicker	er	ly
2.	joyful	ful	less
3.	pinkish	ness	ish
4.	toothless	ly	less
5.	clearly	ly	er
6.	gladness	ness	y
7.	thirsty	ly	y
8.	friendly	y	ly

		ROOT	PREFIX	SUFFIX
1.	disable	able	dis	
2.	harmful	harm		ful
3.	indirect	direct	in	
4.	rejoin	join	re	
5.	uneasy	easy	un	
6.	teacher	teach		er
7.	enjoy	joy	en	
8.	helpful	help		ful
9.	swiftly	swift		ly

I.E. Prefixes and suffixes (cont.)

		ROOT	PREFIX	SUFFIX
10.	smoothness	smooth		ness
11.	cloudy	cloud		y
12.	unfair	fair	un	
13.	insight	sight	in	
14.	disorder	order	dis	
15.	unchain	chain	un	
16.	pinkish	pink		ish
17.	printer	print		er
18.	lifeless	life		less
19.	secretly	secret		ly
20.	salty	salt		y

SUPPLEMENTAL MATERIALS:

SB:BWP - C, pp. 22-23
RR, pp. 29, 90, 110
SVAR Bk. 1600
PW Bk. C, pp. 59-64, 106-110

I.F. Contractions with **not**

A contraction is a short way of writing two words together. Contractions with the word **not** are formed by using an apostrophe in the place of the letter **o** in **not**.

Ex: had not = hadn't
could not = couldn't
is not = isn't

TEACHING SUGGESTIONS:

1. Point out how the contraction for "will not" is different from the others: will not = won't
2. Give student word combinations with "not" on the board. Ask student to write the contracted form.
3. Give students the contracted form and ask for the two words they stand for.
4. Bring in a short story with contractions. Ask student to find the contractions and write the two words they stand for.

ANSWERS:

1. hadn't
2. couldn't
3. weren't
4. wouldn't
5. wasn't
6. wasn't
7. didn't
8. couldn't

1. can't, won't, shouldn't
2. doesn't
3. shouldn't, couldn't, can't, won't
4. aren't
5. hadn't
6. won't, couldn't, shouldn't, can't
7. couldn't, won't, can't, shouldn't
8. weren't, aren't

1. can't
2. wouldn't
3. couldn't
4. Aren't
5. doesn't
6. shouldn't
7. isn't
8. weren't

SUPPLEMENTAL MATERIALS:

SFAR:C Level B
RP, pp. 14-16
DS, pp. 95, 96
SVAR Bk. 1600
PW Bk. C, pp. 147-150

I.G. Alphabetizing to two letters

Alphabetizing means to put words in the same order as the alphabet. Students should understand that knowing how to alphabetize is helpful when using the telephone book, dictionary, or encyclopedia.

TEACHING SUGGESTIONS:

1. Review alphabetizing using the first letter of each word. List four or five words on the board. Ask students to rearrange them in alphabetical order.

2. Have students use a phone book to look up the phone numbers of various stores, agencies, or services.

3. Using a dictionary, have students look up certain words and then write the words that come before and after each given word.

4. Give students a list of words in alphabetical order. Call out a word from the list. Student should answer with the word that comes before or after the word called.

ANSWERS:

1. arrow
2. cactus
3. deer
4. feathers
5. hogan
6. mountain
7. nail
8. pipe
9. rain
10. smoke
11. tail
12. winter

1. acorn
2 aim
3. alone
4. animal
5. arrow
6. ashes
7. attack
8. autumn

1. animal
2. arrow
3. ashes
4. autumn

__4__ Corn House Cafe
__3__ Circle K
__1__ Cactus Candy Company
__2__ Children's World

__3__ Nancy Lightfoot
__2__ Peter Levy
__4__ Rosa Lopez
__1__ James Lance

SUPPLEMENTAL MATERIALS:

LE (SB), p. 51
RP, pp. 30, 31
RR, p. 80
PW Bk. C, pp. 1-4

UNIT II

II. VOCABULARY

II.A. Sight word vocabulary

Sight words are those words that do not usually follow any phonetic rule. These words should be memorized by the student so she can recognize the words on sight.

TEACHING SUGGESTIONS:

1. Have student write each word from the list in the student text on a flash card. Students can work in pairs or with the teacher using the flash cards.

2. Write random words from the list in the student text on the board. Point to words in a random order and ask student to read the word. Have student use the word in a sentence.

3. Single out words that look similar for special drill.

   Ex: signal - single
   though - thought - through

ANSWERS:

1. manager
2. allowed
3. furnace
4. sage
5. governor
6. warning
7. increase
8. merge
9. violate
10. office
11. Poison
12. adults

1-4: accept any good sentence

1. entrance
2. signal
3. Towel
4. Curve
5. external
6. thousand
7. legal
8. gasoline

1. through
2. menu
3. rite
4. weigh
5. telephone
6. sugar
7. bridge
8. mesa

II.B. Compound words

A compound word is made up of two words. Each word has a meaning of its own.

Ex: tooth ache = toothache
earth quake = earthquake
sun light = sunlight
snow drift = snowdrift

TEACHING SUGGESTIONS:

1. Ask students to think up as many compound words as possible. Write them on the board. Call on various students to separate the two words of the compound word.

2. Give student two lists of words that can be joined to make compound words. Ask student to make as many compound words as possible Have student use each compound word in a sentence.

Ex:		
	earth	bread
	corn	fly
	sun	bird
	star	meal
	oat	light
	horse	nut
	blue	rays
	pea	worm

ANSWERS:

1. sometime
2. himself
3. afternoon
4. sandstone

5. cottonwood, riverside
6. grandmother, cornbread
7. waterfall, lookout
8. anyone, afternoon

1. snowstorm
2. airplane
3. everybody
4. cornmeal
5. footprint
6. sunset
7. watchdog
8. blackbird

SUPPLEMENTAL MATERIALS:

SB:BWP Bk. C, pp. 20-21
SFAR:C Level B
RR, p. 110
DS, pp. 45, 46, 47
PW Bk. C, p. 35

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UNITS I & II POST-TEST: WORD ANALYSIS/VOCABULARY

1. pr
2. fr
3. ch, cr, dr
4. fl
5. Sl, St
6. sp, sh
7. th
8. th
9. cr, dr, gr

10. ow, oe, oa
11. ay, ai, ay
12. ea, ee, ee
13. ea, ie, ea

14.	colder	coldest
15.	sadder	saddest
16.	happier	happiest
17.	lighter	lightest
18.	nicer	nicest
19.	thinner	thinnest
20.	wider	widest

21. un
22. en
23. re
24. dis
25. un
26. in

27. ness
28. ful
29. ly
30. less
31. ful
32. ish

33. couldn't
34. wasn't
35. won't
36. hadn't

37. father
38. feather
39. finger
40. fort

41. arrived
42. winding
43. thousand
44. minute
45. poison

46.	horseback	riverbed
47.	basketball	weekend
48.	blackbird's	hillside

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UNIT III

III. COMPREHENSION

III.A. Following directions

Following directions requires the student to read, understand, and perform each step of a set of directions, usually in a given order.

TEACHING SUGGESTIONS:

1. Student should practice identifying each step in a set of directions. Remind student to look for words like **first, next, then, after that,** and **finally.**

2. Bring in different kinds of directions: can labels, recipes, "how to" books, etc. Ask student to identify each separate step in the directions.

3. Ask student to look for and bring in simple directions from their recipes, newspapers, magazines, etc. If possible, student can make or prepare one of them during class.

ANSWERS:

F E A T H E R S

1. water and ashes of sagebrush
2. a thin layer (a very thin layer)
3. just a few seconds
4. it will be rolled up (in a roll)

5. __3__ Spread a very thin layer of the batter on a hot stone griddle.
6. __2__ Mix the boiling water and ashes with the cornmeal.
7. __4__ Carefully peel the bread from the griddle and roll it up.
8. __1__ Mix the ashes of sagebrush into some water and boil it.

1. b.
2. c.
3. a.
4. c.

SUPPLEMENTAL MATERIALS:

SSS-FD Bk. B
RL, p. 74
LRW Bk. 2

III.B. Sequencing

Sequencing refers to the order in which things happen in a story or procedure. The events are usually presented in a logical order - often chronological - from beginning to end.

TEACHING SUGGESTIONS:

1. Remind student to look for cue words such as **first, second, next, then, lastly,** and **finally.**

2. Read short paragraph to student. Ask, "What happened first?" "What happened next?" etc.

3. Bring in directions for making or assembling a simple object. Discuss the importance of the order when building or assembling the item. How will changing the order affect the outcome?

ANSWERS:

1. b
2. c
3. b
4. b

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1. 5
2. 3
3. 7
4. 8

5. 1
6. 6
7. 4
8. 2

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1. b	1. 4	1. 2
2. b	2. 1	2. 1
3. a	3. 3	3. 4
4. b	4. 2	4. 3

SUPPLEMENTAL MATERIALS:

SSS-DS Bk. B
SFAR:C Level B
RL, pp. 28, 55, 74
RP, p. 45
RR, pp. 76-125
LRW Bk 2
SVAR Bk 2500

III.C. Identifying the main idea: stated

The main idea of a passage is what the passage is all about. The writer has a purpose for writing the passage. He has a message to present about a topic. The main idea is often stated in the first sentence. But, it may be found in the middle or at the end of the passage. The other sentences in the passage tell you more about the main idea.

TEACHING SUGGESTIONS:

1. Bring in several short passages from stories, newspapers, etc. Ask student to identify the main idea.

2. Explain how the title can give a clue to the main idea. Bring in titles of books, stories, or articles and ask student to tell what the story might be about using the title as a clue.

3. Bring in short passages. Have student underline the sentence with the main idea. Then, have student make up a title for the passage. Be sure that the main idea of the passage is stated in one sentence.

ANSWERS:

Practice: Some Indians used to plant corn and beans together.

1. b
2. c
3. a
4. b

1. a
2. b
3. a
4. b

1. b
2. a
3. a
4. c

SUPPLEMENTAL MATERIALS:

RC Bk. B
RR, pp. 54, 55, 103

III.D. Drawing conclusions

Drawing a conclusion requires you to use all the facts presented in a passage to make a decision. It is important to understand all the information and statements in the passage in order to draw a correct conclusion.

TEACHING SUGGESTIONS:

1. Bring in several short stories to read. Do not read the ending. Ask student to conclude how the story ends by the facts that are given.

2. Using the stories above, ask questions like "What kind of person do you think she was?" "What is the weather like?" "How do you think he feels about it?", etc.

3. Bring in cartoon panels from the newspaper. Leave out one panel in a series. Ask student to draw conclusions about the missing panel.

ANSWERS:

Coyote in a hailstorm
1. a
2. c
3. b
4. a

Heron and Fox
1. c
2. a
3. b
4. c

The beautiful Dream
1. c
2. a
3. b
4. b

SUPPLEMENTAL MATERIALS:

RC Bk. B
SSS-DC Bk. B
RP, p. 21
RR, pp. 16, 40, 131, 132

UNIT III POST-TEST: COMPREHENSION

Indian Fry Bread

1. c
2. flour, salt, baking powder
3. b
4. c

How Pueblo Indians Made Bows

5. b
6. c
7. a
8. b

Hopi Tales

9. b
10. c
11. a
12. b

Juan and Pedro

13. a
14. c
15. a
16. c